

Write Away!



celebrating
children's writing
in Primary Languages

Write Away!



Issue 2

October 2019

lightbulblanguages.co.uk/writeaway
writeaway@lightbulblanguages.co.uk



Editor

Clare Seccombe

Welcome to issue number 2 of *Write Away!* Merci, gracias and grazie to all the students and teachers who submitted their work for this issue. I've loved looking at them all, and choosing the final twenty-two has been a difficult task.

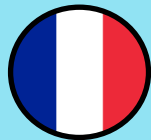
Don't forget to look out for this issue's Editor's Pick and guest language. I'd love to hear your comments about the magazine. Please feel free to email writeaway@lightbulblanguages.co.uk.

À bientôt, a presto and ¡hasta luego!



Italian

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French

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Spanish

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Teachers' Corner

page 17



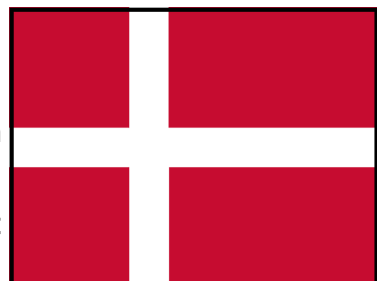
Puzzle Corner

page 24

Our guest language for this issue is **Danish**.

Danish is descended from Old Norse, a language that was spoken in Scandinavia from about the 9th century to the 13th century. Old Norse developed into Icelandic, Faroese, Norwegian, Swedish and, of course, Danish.

Danish is spoken by about 6 million people, mainly in Denmark and northern Germany. About 20% of people in Greenland speak Danish as their first language.



dansk

hej

farvel

mit navn er Malthe

goddag

ja

tak

hvordan har du det?

nej

hej hej



BY

NC

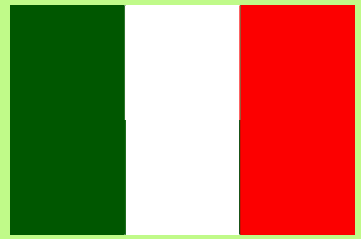
ND

Ciao!

by

Emily

Year 5, Salford



italiano

Vocabolario

arrivederci *goodbye*

bene *well*

buongiorno
good morning

ciao
hi, hello, goodbye, bye

come stai?
how are you?

come te chiami?
what is your name?

grazie *thank you*

ho dieci anni
I'm 10 years old

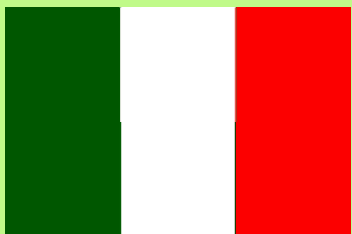
mi chiamo *my name is*

molto *very*

quanti anni hai?
how old are you?

- Ciao!
- Buongiorno.
- Come ti chiami?
- Mi chiamo Emily.
- Come stai?
- Molto bene, grazie.
- Quanti anni hai?
- Ho dieci anni.
- Ciao.
- Arrivederci!





italiano

Vocabolario

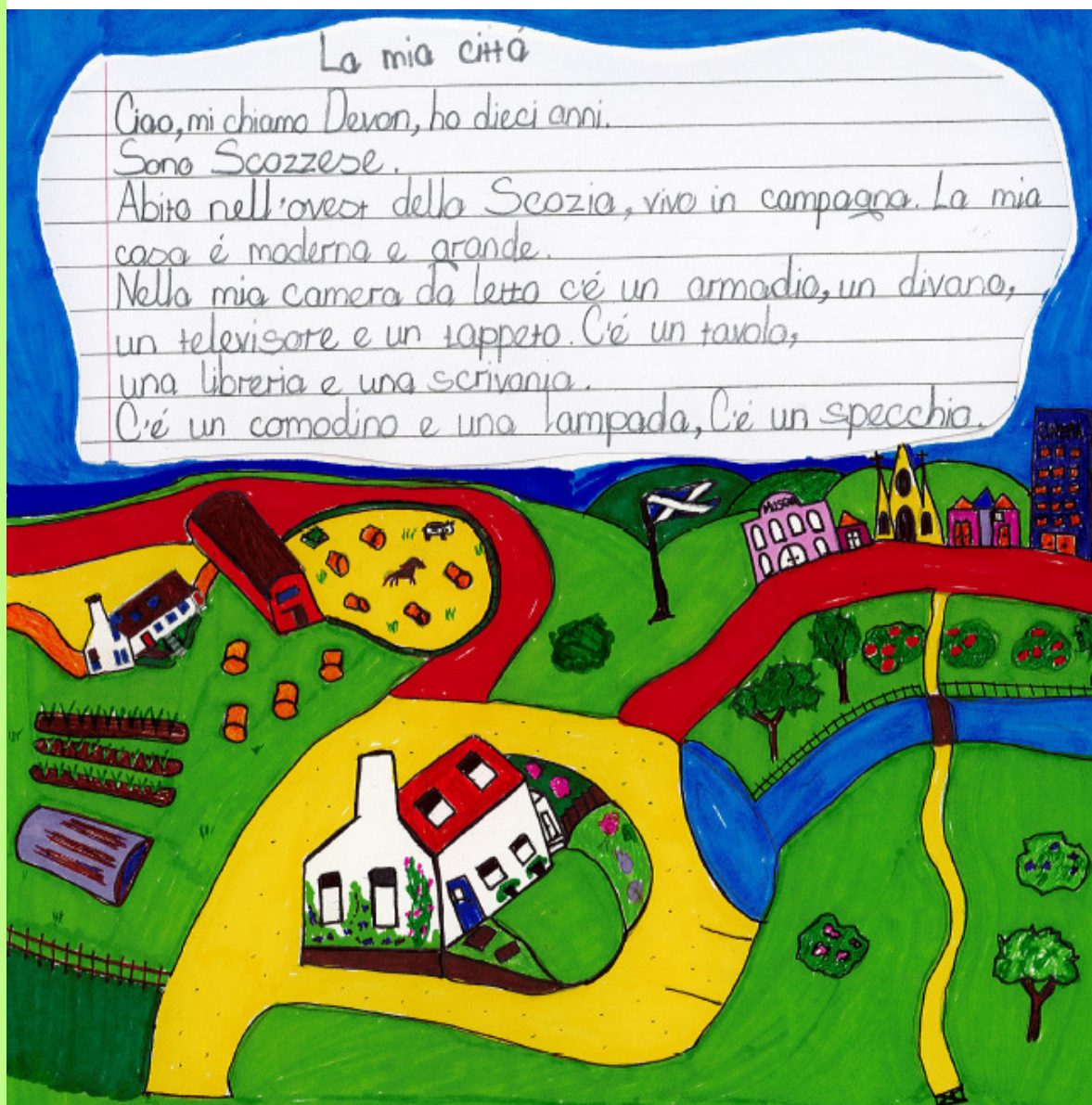
abito	<i>I live</i>
anche	<i>also</i>
armadio (m.)	<i>wardrobe</i>
bello	<i>pretty</i>
camera da letto	<i>bedroom</i>
campagna (f.)	<i>countryside</i>
cane (m.)	<i>dog</i>
casa (f.)	<i>house</i>
c'è	<i>there is</i>
chiesa (f.)	<i>church</i>
ciao	<i>hello</i>
ci sono	<i>there are</i>
comodino (m.)	<i>bedside table</i>
divano (m.)	<i>sofa</i>
due	<i>2</i>
e	<i>and</i>
é	<i>is</i>
fattoria (f.)	<i>farm</i>
fratello (m.)	<i>brother</i>
ho	<i>I have</i>
ho dieci anni	<i>I am 10</i>
io vado	<i>I go</i>
lampada (f.)	<i>lamp</i>
libreria (f.)	<i>bookcase</i>
macchina (f.)	<i>car</i>
mi chiamo	<i>my name is</i>
mi piace	<i>I like</i>
museo (m.)	<i>museum</i>
ovest (m.)	<i>west</i>
perché	<i>because</i>
quattro	<i>4</i>
Scozia	<i>Scotland</i>
scozzese	<i>Scottish</i>
scrivania (f.)	<i>desk</i>
scuola (f.)	<i>school</i>
sono	<i>they are</i>
sorella (f.)	<i>sister</i>
specchio (m.)	<i>mirror</i>
tappeto (m.)	<i>carpet</i>
tavolo	<i>table</i>
televisore (m.)	<i>television</i>
tranquillo	<i>calm</i>
tre	<i>3</i>
vivo	<i>I live</i>

La mia città

by

Devon

Primary 6, Glasgow



La mia città

Ciao, mi chiamo Devon, ho dieci anni.

Sono Scozzese.

Abito nell'ovest della Scozia, vivo in campagna. La mia casa è moderna e grande.

Nella mia camera da letto c'è un armadio, un divano, un televisore e un tappeto. C'è un tavolo, una libreria e una scrivania.

C'è un comodino e una lampada, C'è un specchio.

Ho tre fratelli e una sorella, ho due cani.

Io vado a scuola in macchina.

Vicino a mia casa ci sono tre musei, due chiese e anche quattro cinema.

Mi piace la campagna perché è bella e tranquilla.

Vicino mia casa c'è una fattoria.

What a brilliant piece of work, Devon!

Your writing is very detailed and beautifully illustrated.

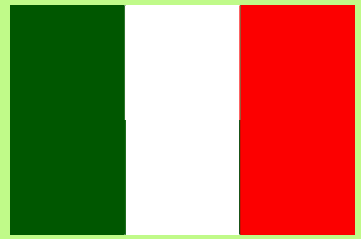
Editor's
Pick

La dieta sana

by

Lucy

Primary 7, Glasgow



italiano

Vocabolario

abito	<i>I live</i>
adoro	<i>I love</i>
a volte	<i>sometimes</i>
bevo	<i>I drink</i>
cena (f.)	<i>dinner</i>
ciao	<i>hello</i>
cioccolate (m.)	<i>chocolate</i>
colazione (f.)	<i>breakfast</i>
di solito	<i>usually</i>
e	<i>and</i>
fare	<i>to make, do</i>
latte (m.)	<i>milk</i>
mangiare	<i>to eat</i>
mangio	<i>I eat</i>
merenda (f.)	<i>snack</i>
mi chiamo	<i>my name is</i>
mi piace	<i>I like</i>
noci (f.)	<i>nuts</i>
non...mai	<i>never</i>
normalmente	<i>normally</i>
panino (m.)	<i>sandwich</i>
pranzo (m.)	<i>lunch</i>
sano	<i>healthy</i>
Scozia	<i>Scotland</i>
sono	<i>I am</i>
uovo (m.)	<i>egg</i>

Ciao, mi chiamo Lucy.

Sono in Scozia e abito a Glasgow.

Mi piace fare una dieta sana.

Adoro un uovo e il mango.

A colazione mangio un uovo.

A pranzo mangio il panino.

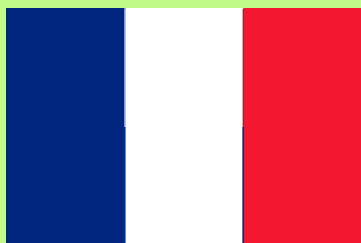
Di solito a merenda mangio cioccolato.

Normalmente mangio noci e a volte bevo latte.

A cena, mi piace mangiare pasta.

Non mangio mai bannane.





français

Vocabulaire

bleu	<i>blue</i>
bouche (f.)	<i>mouth</i>
chapeau (m.)	<i>hat</i>
cheveux (m.pl.)	<i>hair</i>
content	<i>happy</i>
elle a	<i>she has</i>
elle aime	<i>she likes</i>
elle porte	<i>she wears</i>
glace (f.)	<i>ice-cream</i>
grand	<i>big</i>
lunettes (f.pl.)	<i>glasses</i>
marron	<i>brown</i>
mince	<i>thin</i>
nez (m.)	<i>nose</i>
petit	<i>small</i>
vert	<i>green</i>
violet	<i>purple</i>
voici	<i>here is</i>
yeux (m.pl.)	<i>eyes</i>

Les Amis de Berthe

by

Halima

Year 4, Wolverton



Voici Emily.

Elle a les yeux verts et les cheveux marron.

Elle a un petit nez et une petite bouche.

Elle est grande et mince et contente.

Elle porte des grandes lunettes.

Elle aime les glaces.

Les Amis de Berthe

by

Isabelle

Year 4, Wolverton



Voici Juliette.

Elle a les yeux bleu-turquoise et cheveux blonds. Elle a un grand nez.

Elle est petit.

Elle porte un petit chapeau violette.

Elle aime les glaces.

Les Amis de Berthe

by

Alex

Year 4, Wolverton



Voici Bob.

Il a les yeux noirs et les cheveux
verts. Il a une moustache verte. Il
est content et mince. Il porte des
lunettes et un chapeau. Il aime les
glaces.

Les Amis de Berthe

by

Ted and Zack

Year 4, Wolverton



Voici George.

Il a les yeux gris.

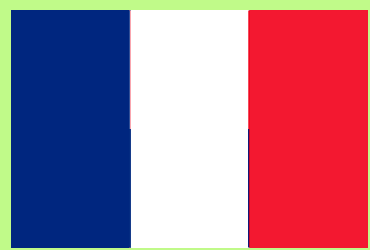
Il a une barbe rousse.

Il est chauve, et il est petit.

Il porte des lunettes.

Il aime les glaces.

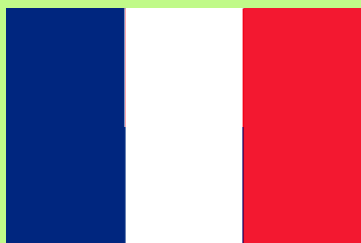
Au revoir!!!



français

Vocabulaire

barbe (f.)	<i>beard</i>
chapeau (m.)	<i>hat</i>
chauve	<i>bald</i>
cheveux (m.pl.)	<i>hair</i>
content	<i>happy</i>
il a	<i>he has</i>
il aime	<i>he likes</i>
il porte	<i>he wears</i>
glace (f.)	<i>ice-cream</i>
gris	<i>grey</i>
lunettes (f.pl.)	<i>glasses</i>
mince	<i>thin</i>
noir	<i>black</i>
roux	<i>ginger</i>
vert	<i>green</i>
voici	<i>here is</i>
yeux (m.pl.)	<i>eyes</i>



Les Amis de Berthe

by

Charlotte

Year 4, Wolverton

français

Vocabulaire

bleu	<i>blue</i>
belle	<i>pretty</i>
chapeau (m.)	<i>hat</i>
chanter	<i>to sing</i>
cheveux (m.pl.)	<i>hair</i>
de taille moyenne	<i>medium-sized</i>
elle a	<i>she has</i>
elle aime	<i>she likes</i>
elle porte	<i>she wears</i>
glace (f.)	<i>ice-cream</i>
lunettes (f.pl.)	<i>glasses</i>
marron	<i>brown</i>
mince	<i>thin</i>
nez (m.)	<i>nose</i>
petit	<i>small</i>
rouge	<i>red</i>
vert	<i>green</i>
voici	<i>here is</i>
yeux (m.pl.)	<i>eyes</i>



Voici Hayley.

Elle a les cheveux bleus et les yeux verts.

Elle a un petit nez.

Elle est petite et mince.

Elle porte un chapeau rouge.

Elle aime les glaces.

Les Amis de Berthe

by

Isabella

Year 4, Wolverton



Voici Belle.

Elle a les yeux verts et les cheveux marron.

Elle est de taille moyenne et belle.

Elle porte des lunettes.

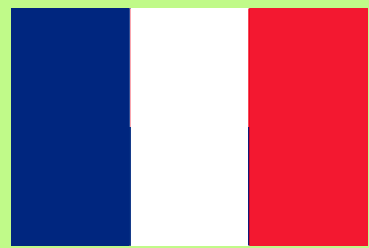
Elle aime chanter!

Au Marché

by

Indiyana

Year 4, Whitefield, Greater Manchester



français

Vocabulaire

au revoir	<i>goodbye</i>
bonjour	<i>hello</i>
c'est combien?	<i>how much is it?</i>
cinquante	<i>50</i>
je voudrais	<i>I would like</i>
madame	<i>madam</i>
merci	<i>thank you</i>
raisin vert (m.)	<i>grape</i>
s'il vous plaît	<i>please</i>
vingt	<i>20</i>
voilà	<i>here you are</i>
vous désirez?	<i>what would you like?</i>

Bonjour madame. Vous desirez ?

Bonjour madame. Je voudrais des raisins verts, s'il vous plaît.

Voilà

C'est combien ?

Vingt euros cinquante, s'il vous plaît.

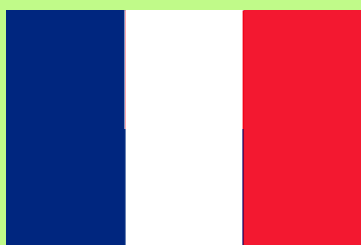
Voilà.

Merci.

Au revoir madame!

Au revoir madame!





Les Animaux Extraordinaires

by

Serena

Year 5, London

français

Vocabulaire

aime	<i>likes</i>
beurre	<i>butter</i>
c'est	<i>it is</i>
ce n'est pas	<i>it isn't</i>
cheval (m.)	<i>horse</i>
chips (m.pl.)	<i>crisps</i>
de taille moyenne	<i>medium-sized</i>
et	<i>and</i>
grand	<i>big</i>
kangourou (m.)	<i>kangaroo</i>
manger	<i>to eat</i>
papillon (m.)	<i>butterfly</i>
qui	<i>who</i>
tigre (m.)	<i>tiger</i>

C'est un grand animal,
 Qui aime manger les chips et le beurre,
 Ce n'est pas le kangourou,
 Ce n'est pas le tigre,
 C'est un Kanglig!



Les Animaux Extraordinaires

by

Carlina

Year 5, London

C'est un animal de taille moyenne.
 Qui aime manger les fruits et le nectar.
 Ce n'est pas le cheval.
 Ce n'est pas le papillon.
 C'est le Papival!

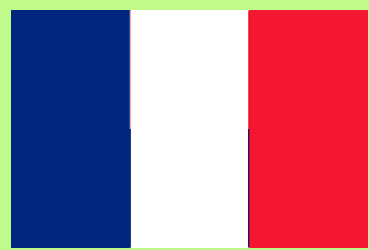


Les Animaux Extraordinaires

by

Freya

Year 5, London



français

Vocabulaire

aime	likes
biscuit au chocolat (m.)	chocolate biscuit
bleu	blue
c'est	it is
ce n'est pas	it isn't
cochon (m.)	pig
dans	in
dauphin (m.)	dolphin
et	and
grand	big
il fait beau	the weather is nice
il habite	he lives
il pleut	it rains
jaune	yellow
maillot de bain (m.)	swimsuit
manger	to eat
mer (f.)	sea
non	no
porte	wears
quand	when
qui	who
rose	pink
rouge	red
youpi	yippee

C'est un grand animal bleu et rose,
qui aime manger les biscuits au chocolat et les
chamallows.

Ce n'est pas un cochon,
ce n'est pas un dauphin.
C'est un cochphin!
Il habite dans la mer.



Quel temps fait-il?

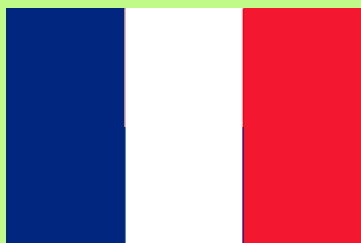
by

Jasmine

Year 5, London

Quand il pleut, Berthe porte un maillot de bain rouge et
des sandales jaunes, oh non!
Quand il fait beau, Berthe porte un jean, un tee-shirt bleu
youpi.





Je me présente!

by

Sara

Year 6, London

français

Vocabulaire

anglais (m.)	English
anniversaire (m.)	birthday
au revoir	goodbye
basket (m.)	basketball
bonjour	hello
c'est	it is
chat (m.)	cat
et	and
famille	family
j'ai dix ans	I am 10
je m'appelle	my name is
je me présente	let me introduce myself
juin	June
matière (f.)	subject
mère (f.)	mother
moi	me
mon/ma	my
natation (f.)	swimming
père (m.)	father
petit	small
plat (m.)	dish
poulet (m.)	chicken
préféré	favourite
sœur (f.)	sister
violet	purple
voici	here is

BONJOUR!

Je me présente!

★ Je m'appelle Sara

★ Mon anniversaire c'est le 1 juin.

★ J'ai dix ans 

Voici ma famille...



★ A l'école, ma matière préférée, c'est L'anglais

★ Ma couleur préférée c'est Violet!

★ Mon plat préféré c'est le Poulet!

★ Mon animal préférés c'est une Chat...

★ Mes activités préférées, c'est la natation et le basket!

AU REVOIR!

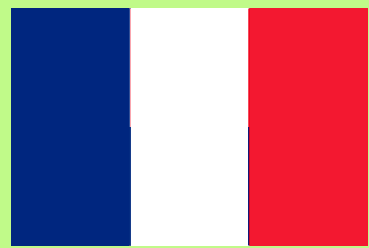


Venez à Luton

by

Julia

Year 4, Luton



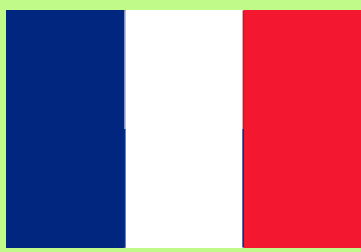
français

Vocabulaire

à	at, in
aussi	also
beaucoup de	lots of
c'est	it is
club de foot (m.)	football club
en ville	in town
et	and
grand	big
il n'y a pas	there is not
il y a	there is
il y en a un	there is one (of them)
mais	but
près de	near
un	a, one (m.)

À Luton,
il y a un
grand cinéma
et un hôtel
mais il n'y a pas
de zoo. Près de Luton,
il y en a un. Aussi
il y a beaucoup de grand
parcs. En ville, il y a un club
de foot. C'est multiculturel!





français

Vocabulaire

à	<i>at, to</i>
aéroport (m.)	<i>airport</i>
c'est	<i>it is</i>
club de foot (m.)	<i>football club</i>
en ville	<i>in town</i>
et	<i>and</i>
génial	<i>brilliant</i>
grand	<i>big</i>
il n'y a pas	<i>there isn't</i>
il y a	<i>there is</i>
mais	<i>but</i>
musée (m.)	<i>museum</i>
parc de trampoline (m.)	<i>trampoline park</i>
petit(e)	<i>small</i>
près de	<i>near</i>
rivière (f.)	<i>river</i>
un, une	<i>a, one (m., f.)</i>

Venez à Luton

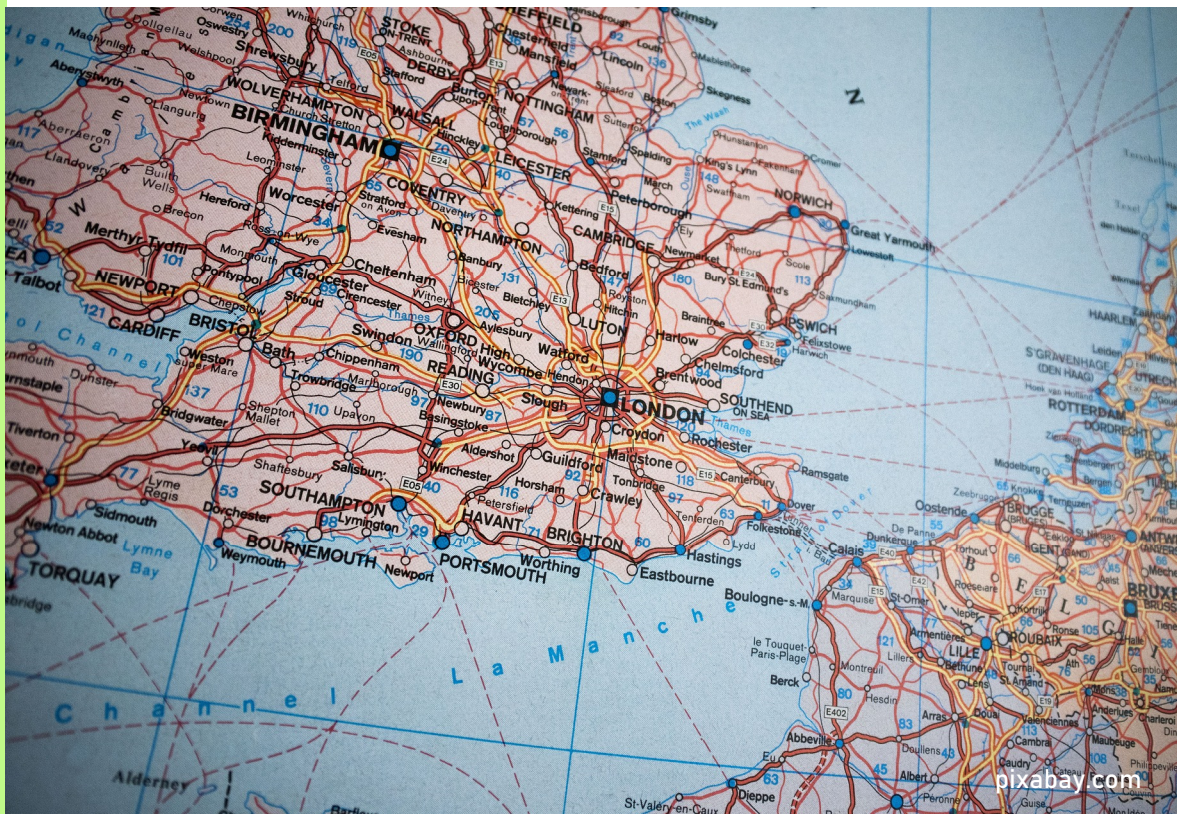
by

Olivia

Year 4, Luton



À Luton,
il y a un grand
parc de trampoline,
un petit aéroport et un
grand cinéma. Il y a une petite
rivière à Luton mais il n'y a pas de
Zoo. Près de Luton, il y a un grand Zoo.
En ville, il y a un grand club de foot et des
musées. Luton est c'est génial!



Je me présente

by

Brooklyn

Year 5, London

Bonjour !

Je m'appelle Brooklyn

J'ai neuf ans et mon anniversaire c'est le
vingt-deux février.

J'ai une sœur qui s'appelle Kaitlyn et une mère
qui s'appelle Sarah et un père qui s'appelle
Christian.

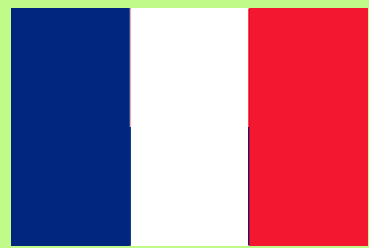
Je suis anglaise et j'habite à Londres. Je suis
gentille, polie et drôle.

J'ai les yeux marron et les cheveux longs et
bruns.

Comment t'appelles-tu ?

Quelle langue parles-tu ?

Au revoir



français

Vocabulaire

à	at, in, to
anniversaire (m.)	birthday
anglais(e)	English
au revoir	goodbye
bonjour	hello
brun(e)	brown
comment t'appelles-tu ?	what is your name ?
c'est	it is
cheveux (m.pl.)	hair
drôle	funny
et	and
février	February
gentil(le)	kind
j'ai	I have
j'ai neuf ans	I am 9
j'habite	I live
je m'appelle	I am called
je suis	I am
langue (f.)	tongue
marron	brown
mère (f.)	mother
mon	my (m.)
parler	to speak
père (m.)	father
poli(e)	polite
quel(le)	which
qui s'appelle	who is called
sœur (f.)	sister
tu	you
vingt-deux	22
un, une	a, one (m., f.)
yeux (m.pl.)	eyes





español

Vocabulario

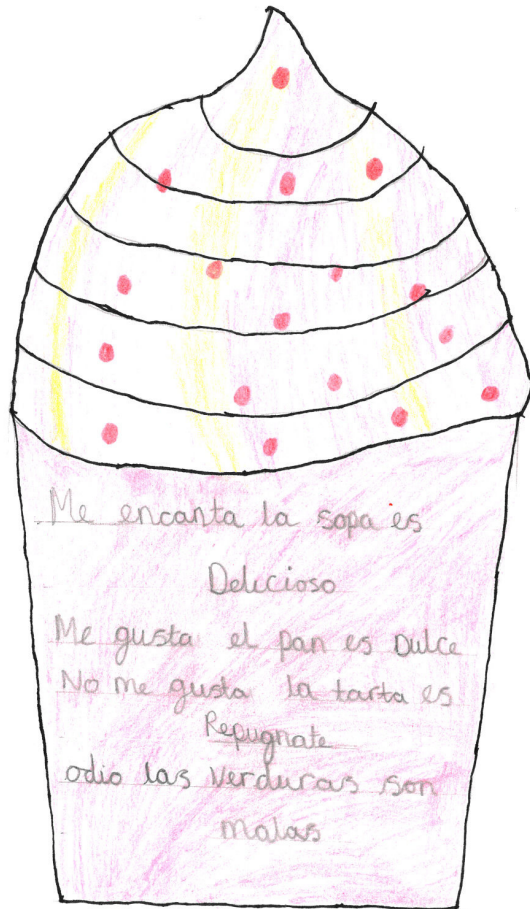
bueno	<i>good</i>
delicioso	<i>delicious</i>
dulce	<i>sweet</i>
es	<i>it is</i>
fruta (f.)	<i>fruit</i>
malo	<i>bad</i>
me encanta	<i>I love</i>
me gusta	<i>I like</i>
no me gusta	<i>I don't like</i>
odio	<i>I hate</i>
pan (f.)	<i>bread</i>
repugnante	<i>revolting</i>
sano	<i>healthy</i>
son	<i>they are</i>
sopa (f.)	<i>soup</i>
tarta (f.)	<i>cake</i>
verduras (f.pl.)	<i>vegetables</i>

Me gusta

by

Ella

Year 5, Ascot



Me encanta la sopa es

Delicioso

Me gusta el pan es dulce

No me gusta la tarta es

Repugnante

odio las verduras son

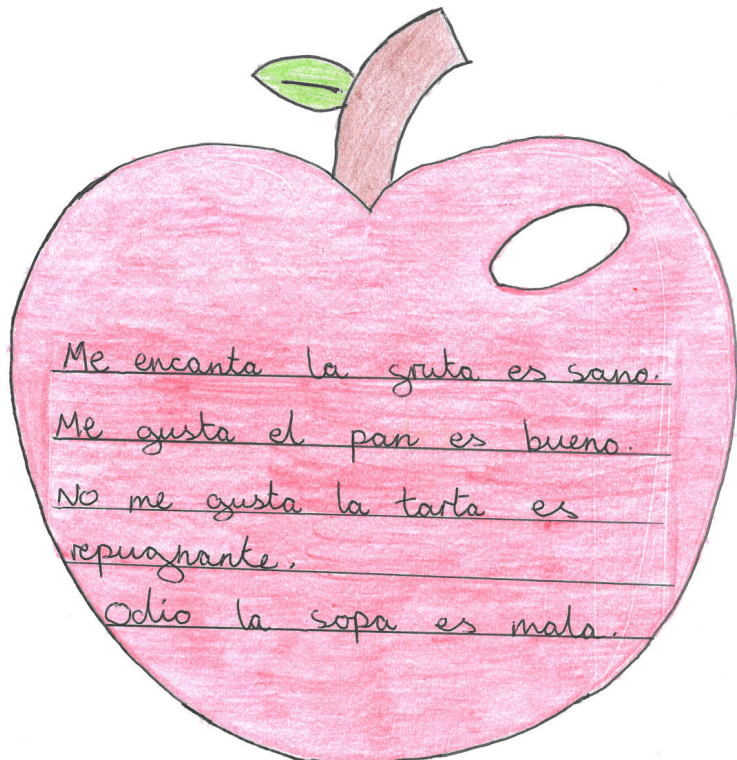
malas

Me gusta

by

Isla

Year 5, Ascot



Me encanta la guta es sano.

Me gusta el pan es bueno.

No me gusta la tarta es repugnante.

odio la sopa es mala.

Todo sobre mí

by

Althea

Year 4, Bungay



español

Vocabulario

amiga (f.)	friend
cielo (m.)	sky, heaven
colegio (m.)	school
color (m.)	colour
cuatro	4
en	in
es	is
está	is located
favorito	favourite
hermana (f.)	sister
hola	hello
Inglaterra	England
me llamo	I am called
mi	my
se llaman	they are called
tengo	I have
tengo ocho años	I am 8
violeta	purple
vivo	I live
y	and

¡Hola! me llamo Althea. Tengo ocho años y Tengo una hermana en el cielo. Mi mamá y papá y hermana se llaman Ruzziel, Othelo y Amara. Vivo en Bungay, Tengo Cuatro amigos que se llaman Sofia, Alessandro, Hope y Arabella. Mi colegio está en Bungay en ~~England~~ Inglaterra. Mi color favorito es violeta.

Mi mamá



Mi hermana



Mi papá





español

Vocabulario

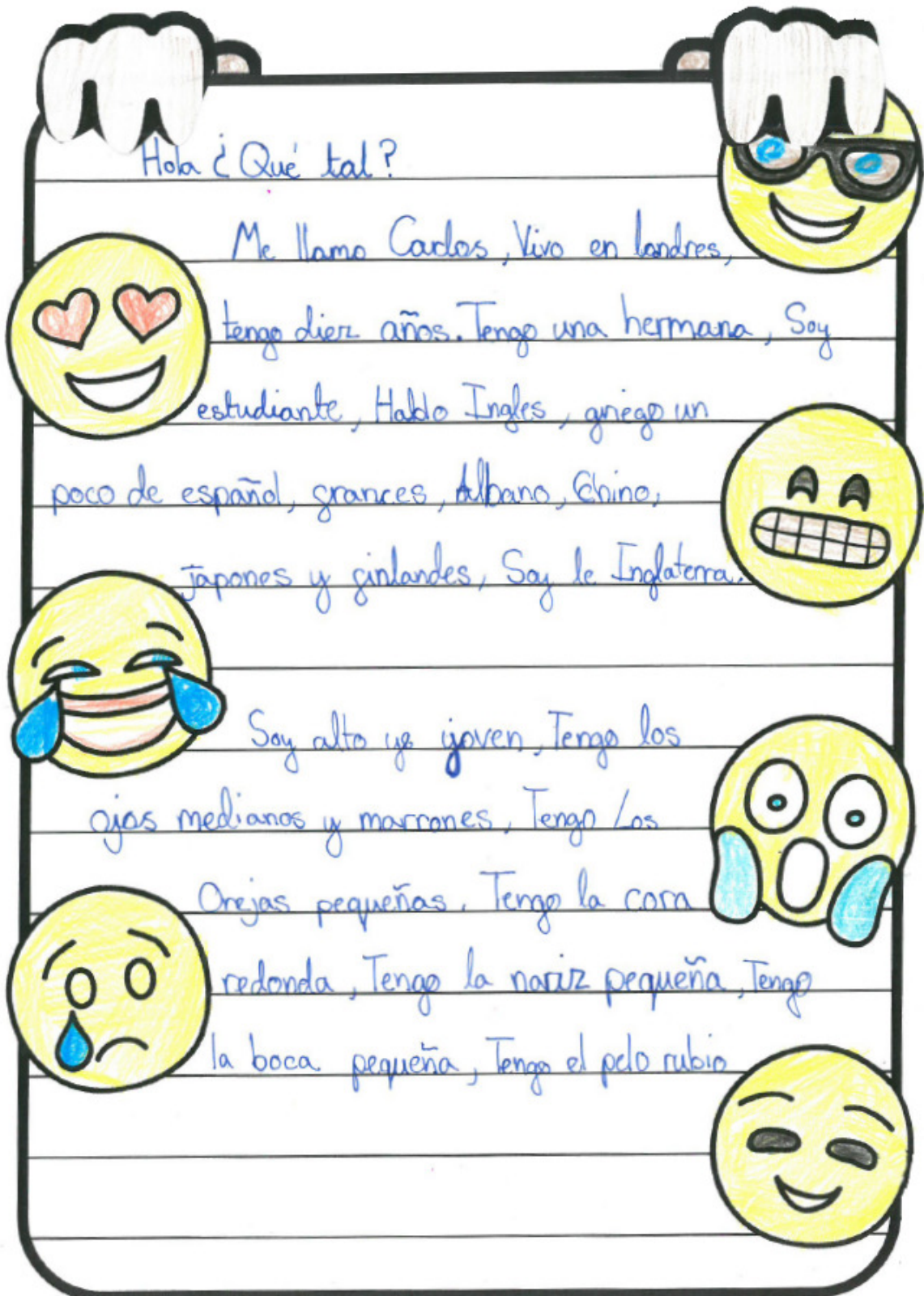
albano (m.)	<i>Albanian</i>
alto	<i>tall</i>
boca (f.)	<i>mouth</i>
cara (f.)	<i>face</i>
chino (m.)	<i>Chinese</i>
de	<i>of, from</i>
en	<i>in</i>
estudiante (m./f.)	<i>student</i>
finlandés (m.)	<i>Finnish</i>
francés (m.)	<i>French</i>
griego (m.)	<i>Greek</i>
hablo	<i>I speak</i>
hermana (f.)	<i>sister</i>
hola	<i>hello</i>
Inglaterra	<i>England</i>
inglés (m.)	<i>English</i>
japonés (m.)	<i>Japanese</i>
joven	<i>young</i>
marrón	<i>brown</i>
mediano	<i>medium</i>
me llamo	<i>I am called</i>
nariz (f.)	<i>nose</i>
ojo (m.)	<i>eye</i>
oreja (f.)	<i>ear</i>
pelo (m.)	<i>hair</i>
pequeño	<i>small</i>
¿qué tal?	<i>how are you?</i>
redondo	<i>round</i>
soy	<i>I am</i>
tengo	<i>I have</i>
tengo diez años	<i>I am 10</i>
una	<i>a, one (f.)</i>
un poco	<i>a bit</i>
vivo	<i>I live</i>
y	<i>and</i>

Todo sobre mí

by

Charlie

Year 6, London





Teachers' Corner

Find out more information about the writing featured

page

1

Jane Birtwhistle

How long have the children been learning Italian?

Half a term! Emily was in Year 6 when she produced this piece of writing in the summer term. She has been learning French throughout her time at primary school and then joined a lunchtime Italian club that was offered as a wider curriculum opportunity for keen linguists in Key Stage 2.

How long are their language lessons?

One hour

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children had been learning some basic greetings in Italian. They practised a greetings dialogue in pairs, then swapped roles. They then swapped to a different partner and practised the same dialogue with this different partner. Each pair was invited to perform their dialogue to the rest of the group. The children then adapted the model dialogue to create their own. Practising this dialogue enabled the children to ask and answer questions, engage in conversations, speak in sentences and speak with increasing confidence, as required by the Key Stage 2 curriculum for Languages. Practising a dialogue enables children to speak an extended passage of Italian in an early stage of language learning which is a huge achievement!

What support did the children have to enable them to complete this piece of writing?

The children had access to an Italian greetings dialogue from the Light Bulb Languages website.

What do you particularly like about this piece of work?

Emily not only filled in any gaps in the dialogue with appropriate information about herself but she also added an extra question about age! I was also impressed with Emily's confidence and accurate pronunciation when she performed her dialogue with her partner.

page

2

Simona Gravina

How long have the children been learning Italian?

Since Primary 1

How long are their language lessons?

2 x 30 minutes in Primary 1, 4 x 40 minutes Primary 2-7.

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Children learned about directions, places in town, countries and nationalities. They did listening, speaking, reading and short writing activities.

What support did the children have to enable them to complete this piece of writing?

They had word banks and their Italian classbook.

What do you particularly like about this piece of work?

I liked how Devon could use independently the language learned in class and could write paragraphs with very little support. Also I loved the illustrations and her great effort and enthusiasm.

page

3

Simona Gravina

How long have the children been learning Italian?

Since Primary 1

How long are their language lessons?

2 x 30 minutes in Primary 1, 4 x 40 minutes Primary 2-7.

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Children learned about food and drink, how to order from a menu and they wrote a healthy menu. They did listening, role-plays, short writing activities and some more extended reading tasks.

What support did the children have to enable them to complete this piece of writing?

They had word banks and their Italian classbook.

What do you particularly like about this piece of work?

I liked how Lucy has included her healthy eating choices while talking about herself. Also I loved her effort and enthusiasm.

pages

4-6

Helen Coffey

How long have the children been learning French?

This work was completed at the end of Year 4 – their second year of learning French.

How long are their language lessons?

45 minutes, once a week.

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We read the story *Les Amis de Berthe* by Gwen Brookes as part of our work on descriptions. The children then used the new vocabulary and grammar structures to invent a new friend for Berthe.

What do you particularly like about these pieces of work?

I love how the children have used and adapted the new language to create their own descriptions. I am also proud of their illustrations and presentation.

page

7

Jane Birtwhistle

How long have the children been learning French?

Almost 2 years. Indiyana was in Y4 when she produced this piece of work in the summer term.

How long are their language lessons?

30 minutes

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

This piece of writing concludes a topic about healthy food. The children started off learning how to name some different types of fruit and vegetables in French. They followed on by learning a few facts about the Euro and some more numbers (they had previously learnt how to count up to 31 in Y3). They used this new language to progress onto a grammar focus: learning how to form plural nouns. Finally, they revised basic greetings before producing and performing a conversation: "Au marché". Intercultural awareness: The children also learnt that markets are still a very important part of modern French culture!

What support did the children have to enable them to complete this piece of writing?

The children had access to a basic model of a written conversation that they first of all translated into English before practising in pairs. They were then challenged to produce and perform their own conversations by changing the nouns (fruit and vegetables), the quantity and the price.

What do you particularly like about this piece of work?

I was very impressed that Indiyana added an extra detail about the colour of the grapes. She not only remembered how to correctly spell the colour green in French, but she remembered the important grammatical rule that most adjectives come after the noun and must agree with the noun - she also got the adjectival agreement correct! Bravo!

pages

8-9

Sylvie Doyle

How long have the children been learning French?

6 years, since Reception

How long are their language lessons?

30-45 minutes a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children learned the names of some animals with the *c'est* structure. Then we worked on negative sentences using *ce n'est pas*. We looked at examples of work from other pupils (last year's pupils and pictures from the Languages in Primary Schools Facebook group) and then the children wrote their imaginary animals poems as homework.

What support did the children have to enable them to complete this piece of writing?

They had a writing frame and a bilingual dictionary.

What do you particularly like about these pieces of work?

The children wrote fantastic sentences and presented their work neatly. They loved the lesson and wanted to create more imaginary animals. Freya used some interesting vocabulary and used some previously learned sentences from Habitats in Year 3.

page
9

Sylvie Doyle

How long have the children been learning French?

Jasmine started in Year 4 – she had previously learned Spanish.

How long are their language lessons?

30 minutes a week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

The children learned some clothes vocabulary, and we revised the colours. Then we read the Berthe story *Que temps fait-il?* by Gwen Brookes. The children then wrote their own version of the story using dictionaries.

What support did the children have to enable them to complete this piece of writing?

A writing frame, a dictionary and the Berthe story book

What do you particularly like about this piece of work?

Jasmine tried her best to agree the colour adjectives. She only started French this year and so was very proud of her French sentences.

page
10

Noelia Rivas

How long have the children been learning French?

Since Year 1

How long are their language lessons?

One hour

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

This was the first activity that we did in our first lesson after the summer holidays.

What support did the children have to enable them to complete this piece of writing?

A writing frame

What do you particularly like about this piece of work?

It shows how much she knows and her excellent writing skills in French.

How long have the children been learning French?

Two years

How long are their language lessons?

50-60 minutes each week

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Following work on naming countries and asking and responding to “où habites-tu?”, we moved on to places in town, introduced through Early Start. The range of vocabulary was extended to include features specific to Luton, and embedded through songs, games and memory challenges. Sentence building skills and adjectival agreement were developed through “trapdoor” speaking activities where pupils could choose from different fronted adverbials, conjunctions and adjectives. More confident learners were encouraged to include plurals and the negative “il n’y a pas de..”

What support did the children have to enable them to complete this piece of writing?

The “trapdoor” game support sheet served also as a writing frame.

What do you particularly like about these pieces of work?

The pupils and I really enjoyed the trapdoor games and I was impressed by the resulting improvement in their sentence construction and range of vocabulary.

How long have the children been learning French?

4 years

How long are their language lessons?

Lesson in Years 2 and 3 are 30 minutes per week, and lessons in Years 4 and 5 are 45 minutes per week.

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

We revised key phrases needed for meeting and greeting and describing yourself, family and friends. We revised ensuring that we agree adjectives with nouns.

What support did the children have to enable them to complete this piece of writing?

The children were provided with a topic word mat.

What do you particularly like about this piece of work?

The work was largely memorised language with sentences extended through the use of a word mat. Following revision of key phrases and strategies, the work was completed independently.

How long have the children been learning Spanish?

One year

How long are their language lessons?

One hour

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

Last year the pupils learnt about different food and how to express likes and dislikes. This term we added adjectives to our sentences.

What support did the children have to enable them to complete this piece of writing?

A sentence builder, which developed vocabulary, opinions and adjectives. the pupils wrote their own sentences.

What do you particularly like about these pieces of work?

They are visually appealing, and it's clear that they put a lot of effort into their work.

How long have the children been learning Spanish?

One year

How long are their language lessons?

One hour

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

This was the first piece of writing in Year 4. I teach a mixed Year 3 and 4 class, so while the Year 3s were working on name and age, Year 4s were challenged to write as much about themselves as they could,

What support did the children have to enable them to complete this piece of writing?

Key vocabulary was on the board, in the form of a word mat. They had access to a dictionary.

What do you particularly like about this piece of work?

Althea was keen to have a go and manipulate the language she already knew. She wanted to include her stillborn sister in her family and so looked up the word for heaven. She also wanted to say where her school was and membered the structure: "Madrid está en España" from last term, when we were looking at weather maps in "El tiempo" topic.

How long have the children been learning Spanish?

7 years

How long are their language lessons?

30 minutes a week (EYFS-Y3), 45 minutes a week (Y4-Y6)

Describe briefly the teaching and learning activities that took place prior to the children writing this piece.

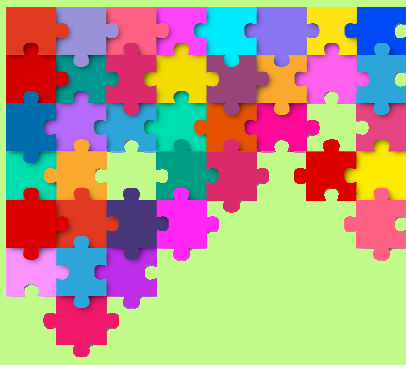
We revised key phrases needed for meeting and greeting and describing yourself, family and friends. We revised ensuring that we agree adjectives with nouns, asking questions and the skills of using reference materials to extend writing and ensure accuracy

What support did the children have to enable them to complete this piece of writing?

The children were provided with a topic word mat.

What do you particularly like about this piece of work?

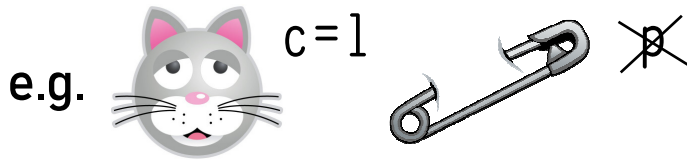
The children's work was largely memorised language with sentences extended through the use of reference materials. The work was completed independently, following revision of the core vocabulary and language.



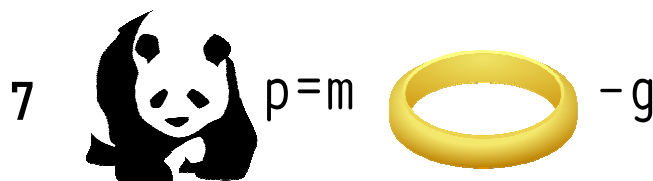
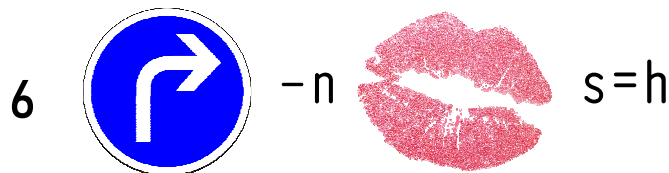
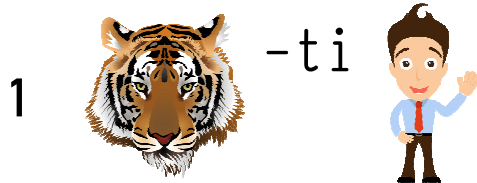
Puzzle Corner

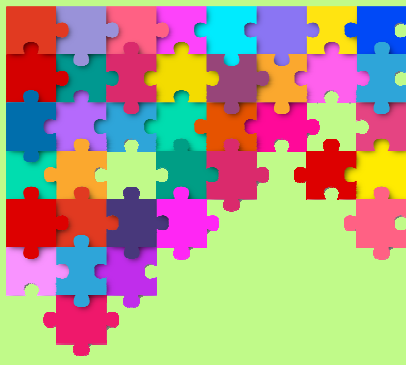
Can you solve these rebus problems?

The answer to each one is the name of a language.



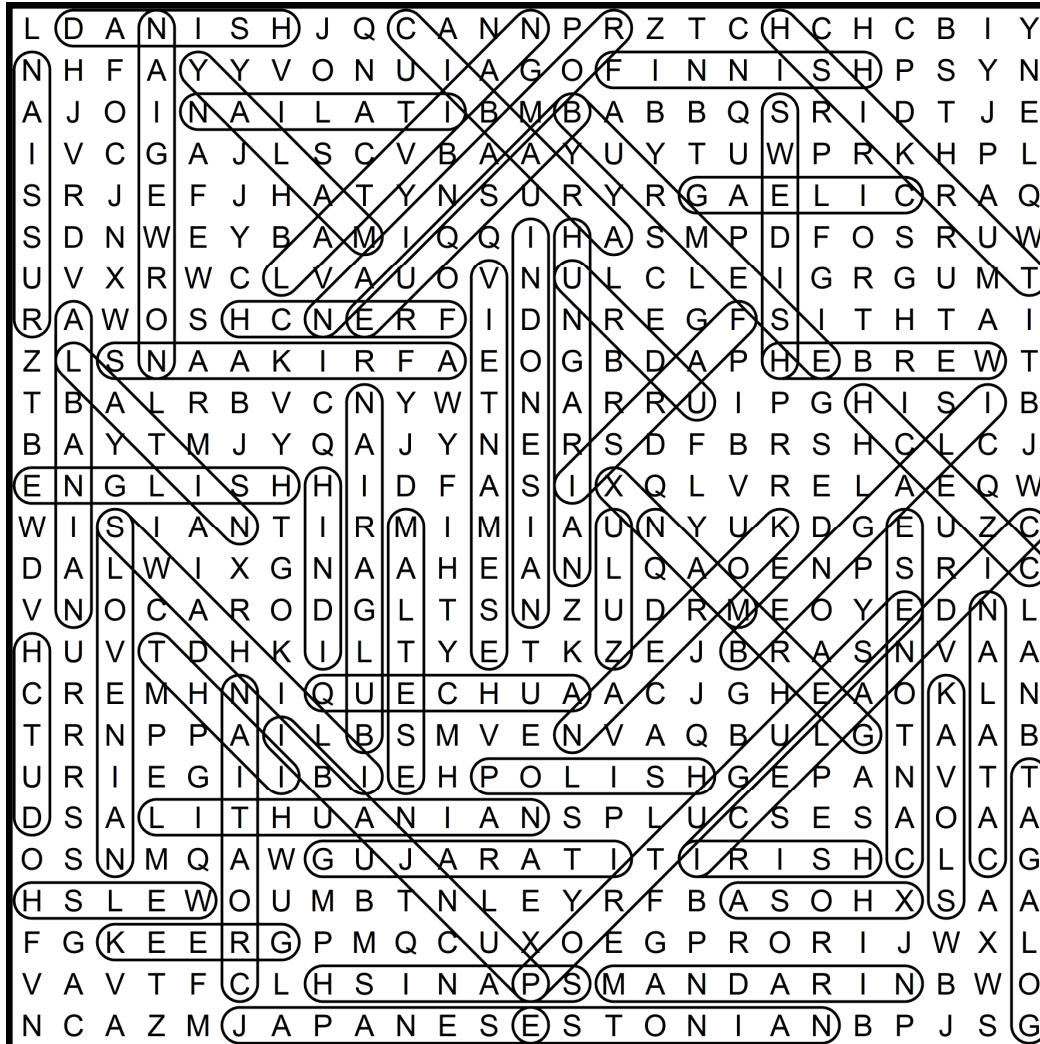
Latin





Puzzle Corner

Solution from issue 1



Afrikaans	Japanese
Albanian	Korean
Arabic	Latin
Basque	Latvian
Bengali	Lithuanian
Bulgarian	Malay
Burmese	Maltese
Cantonese	Mandarin
Catalan	Manx
Croatian	Norwegian
Czech	Polish
Danish	Portuguese
Dutch	Punjabi
English	Quechua
Estonian	Romanian
Farsi	Russian
Finnish	Slovak
French	Slovenian
Gaelic	Spanish
German	Swahili
Greek	Swedish
Gujarati	Tagalog
Hebrew	Thai
Hindi	Turkish
Hungarian	Urdu
Icelandic	Vietnamese
Indonesian	Welsh
Irish	Xhosa
Italian	Zulu



to all the children and teachers
who have contributed their work to Write Away!

 Light Bulb Languages

